U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Mr. Michael Amsden

Official School Name: Bath Village School

School Mailing Address:
61 Lisbon Rd.
PO Box 141
Bath, NH 03740-0141

County: Grafton State School Code Number*: 20860

Telephone: (603) 747-2004 Fax: (603) 747-3260

Web site/URL: bvs.sau23.org E-mail: mamsden@sau23.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Bruce Labs

District Name: Bath Tel: (603) 747-2004

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. James Roy

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

1	Elementary schools (includes K-8)
	Middle/Junior high schools
	High schools
	K-12 schools
1	**TOTAL**

2. District Per Pupil Expenditure: 13231

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[X] Rural

4. 10 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**6**	6	5	11
K	8	3	11	**7**			0
1	10	4	14	**8**			0
2	4	4	8	**9**			0
3	5	4	9	**10**			0
4	4	5	9	**11**			0
5	8	4	12	**12**			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					74

6. Racial/ethnic composition of the school:

____	% American Indian or Alaska Native
____	% Asian
____	% Black or African American
____	% Hispanic or Latino
____	% Native Hawaiian or Other Pacific Islander
100	% White
____	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 7 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	0
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1.	74
(5)	Total transferred students in row (3) divided by total students in row (4).	0.068
(6)	Amount in row (5) multiplied by 100.	6.757

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 30

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 8

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	3	Specific Learning Disability
0	Emotional Disturbance	3	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	2	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	7	
Special resource teachers/specialists	1	7
Paraprofessionals	0	0
Support staff	3	1
Total number	12	8

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **10 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	97%	96%	97%	96%
Daily teacher attendance	93%	96%	95%	95%	94%
Teacher turnover rate	0%	0%	11%	0%	11%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

During the 2004/2005 school year there was one maternity leave for part of the year and one FMLA leave for part of the year.

During the 2008/2009 school year there was 1 maternity leave and 1 FMLA for part of the year.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Bath Village School could best be described as the center and pride of the small rural community of Bath NH. The town of Bath, population between 900 and 1000, is located in the northern tier of the state in an area known as the White Moutain region. The White Mountain National Forest borders Bath and is a popular destination for outdoor enthusiasts who come from all over the country to hunt, fish, hike, ski and even pan for gold in the Wild Ammonousuc River which runs through the town. The oldest general store in America, the Brick Store, is located in Bath as well as the longest covered bridge in New England. Thousands of tourists come to Bath year round, especially during fall foliage season when tour busses make a stop at the Brick Store and the covered bridge a regular part on their trips through the White Mountains. It is a town that prides itself in traditional values that recognizes how vital community support and parent involvement is in the success of the school. There is a very active PTO group that meets regularly to coordinate fund raising activities as well as volunteer efforts to assist classroom teachers. The town takes it to heart that it really does take a village to raise and educate its children and views the school and the children as its most valuable asset. School officials and the town's citizens have a common goal to assure that the students of Bath Village School are afforded as many of the same opportunities as students in more affluent communities as possible. This results in budgets that are supported through thoughtful discussion between community members, parents, and school representatives.

The original school building was built in 1895. In1989 the town approved a million dollar project for an addition to the building which included five addtional classrooms, two new offices, and gymnasium. As is the case in many New England communities the original building was kept in place and houses the library and two classrooms. The school building is the center of activity for the town and is used as the town's voting station, all town meetings, and a variety of town events that include recreational activities for both the children and adults. It is also designated by the town's Emergency Response Committee as the evacuation site for town in the case of natural disasters or other emergency situations.

Bath Village School serves students in grades K-6 and the student population averages between 65 to 75 students. The town is a part of School Adminstrative Unit 23 which is made up of five towns and six schools. After sixth grade students have a choice to attend schools in the neighboring towns of Haverhill and Lisbon. and high school aged students may also choose to attend St. Johnsbury Academy in St. Johnsbury Vermont.

Our school district mission states that our children are our most valuable asset and the development of their diverse capabilities, skills, competencies and values our are our primary responsibility. We recognize the children are born with different capabilities to learn and grow. Our task is to respect these differences, to encourage their individual expression, and to motivate their continuous growth and development. The small size of the student population makes it possible for us to accomplish the primary goal of our mission statement which is to meet the individual needs of our students. It also allows for us to get to know each of our students and their families very well allowing for effective communication to take place which encourages trust and develops a strong family atmosphere at the school.

Our classrooms are self-contained, and class sizes are small, which makes it possible for teachers to adjust their schedules and modify their instruction to meet the individual needs of their students. The teachers make it a primary focus to differentiate instruction and to accomodate the needs of their students so that no student "falls through the cracks." This also makes it possible for our Special Education teacher to work closely with the regular classroom teachers to provide support in the classroom in a team teaching approach which helps to minimize the amount of pull out instruction. We also utilize a pre-referral process, particularly in the primary grades, to make sure we have attempted all practical interventions for a student before they are referred for special education. Using this approach, a major goal of the school is to have all students at grade level by no later than third grade. If a student is still presenting difficulties we see to it that

they are receiving the appropriate remedial instruction and accomodations necessary to assure their success despite a particular disability. To encourage students we hold weekly recognition assemblies, often attended by parents, to recognize their academic, and social/behavioral achievements.

Despite this small rural setting and the fact that over 40% of students are eligible for free and reduced lunch, our students are performing at or above the state average based on state test scores. We have all of the elements necessary for a successful school; community involvement, an excellent faculty whose average length of employment is 10 years or more, small class size, and student access to current technology that includes 20 laptops, three or four computers in every classroom, an eight-unit computer lab, and smartboards. Every teacher has their own laptop and media cart that includes a projector and sound system. All of these elements combined are major factors in student success.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Bath Village School has participated in the The New England Common Assessment Program (NECAP tests) that have been administered to students in New Hampshire, Rhode Island, and Vermont since the 2005-2006 school year. The 2004-2005 school year was the pilot year for development of the test. The state performance levels are as follows with Proficient and Proficient with Distinction as the levels that demonstrate "meeting the standard."

Proficient with Distinction: (Level 4) Students performing at this level demonstrate the prerequisite knowledge and skills needed to participate and excel in instructional activities aligned with the grade level equivalents.

Proficient: (Level 3) Students performing at this level demonstrate minor gaps in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the grade level equivalents (GLE).

Partially Proficient: (Level 2) Students performing at this level demonstrate gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with grade level equivalents (GLE).

Substantially Below Proficient (Level 1) Students performing at this level demonstrate extensive and significant gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with grade level equivalent.

In the state of New Hampshire the performance scores that "meet the standards" are calculated as target index scores. Schools and districts receive full credit (100 points) for students who score proficient and above (levels 3 and 4), and partial credit based on a sliding scale for students scores that are below proficient. These scores are then averaged to determine a school and district's index target. Schools are expected to meet both the participation requirement of 95% and the performance requirements based on these target index scores.

Performance of groups varies from year to year, partially due to cohort differences. A "confidence interval" approach is utlized to define bounds for acceptable performance in these year to year variations. If a school does not meet the standard based on index targets they may also qualify for "Safe Harbor." This means that groups that neither meet the index target nor fall in the confidence interval can still meet requirements if they meet two additional tests, the 10% rule and the "other indicator". The 10% rule means that the number of index points that were not earned by the group must have decreased at least 10% from the previous year. In addition, an elementary school must meet the "other" category which is a 90% attendance or improvement rate when compared to last years rate.

Following the instructions of the application, our test results were recorded as the percentage of students who scored at proficient and above as opposed to the state index score.

For more information and detail of the state assessment program you may visit the NH Department of Education website at http://www.ed.state.nh.us/education/doe/organization/curriculum/assessment.htm.

Prior to the implementation of the NECAP tests New Hamphire tested their students using the New Hampshire Individualized Education Assessment Program (NHEIAP) which was only given to students in grades 3, 6, and 11. During the first few years of the accountability criteria for No Child Left Behind these

results were used to determine AYP while the NECAP was being developed. During these years Bath Village School was not determined to be a school in need of improvment but was noted as a school at risk most particularly in math and also presenting weaknesses in reading and language arts. As a result of these findings we made efforts to improve instruction in math, reading, and language arts which are best described under our curriculum description in this report. SInce the implementation of these programs we began to note improvements in our students' assessment results when the NECAP tests were fully implemented.

Our lowest performing class in the first year of the implemenation of the NECAP in 2005/2006 was our 6th grade class . We believe that this may have been in part due to it being a newer test but we also noted that particular class had a higher than usual number of special education and title one students in it's population; nearly one third of the class. The gains made over the next three years by our sixth grade indicate a significant and consistent improvement over 2005/2006 results. We believe we have become better at accommodating and modifiying our instruction for these students. The other area where it was noted scores were deflated compared to other grade levels was our fourth grade scores from 2006 to 2009. There was a teacher assignment change made to that class during the 2006/2007 school year and although the math scores remained high there was a drop in reading scores.

Overall our assessment scores have been consistent and our school-wide scores over the past four years have been above 80%, above the state average which has been in the 75% range. We are also very proud of the fact that in many areas 100% of our students at some grade levels have scored proficient or proficient with distinction.

Bath Village School's subgroups are not large enough to be considered separately for AYP.

2. **Using Assessment Results:**

In addition to the New England Common Assessment Program test (NECAP) that is given in the fall to our third through sixth grade students in math, reading and language arts, we also administer the Northwest Evaluation Assessment (NWEA) to all of our second through sixth grade students. The NWEA also assesses students in reading, math, and language arts skills. We find the NECAP information most useful in examiming how we are progressing in regards to making the required adequate yearly progress required by No Child Left Behind. The information also helps us to evaluate our success in meeting the state grade level equivalencies and what changes in instruction and curriuculum we may need to make. This is nicely done through use of a web based program called Performance Tracker that has been set up by the state of New Hampshire to assist schools in looking at state test results in a variety of ways. The program has the capacity to drill down to specific questions and grade level equivalents not only by grade levels but for individual students as well. This makes it possible to examine specific test questions and find patterns regarding what academic strands in which our students show strengths and weaknesses.

The NWEA tests, which are administered on the computer, provide us with more immediate feedback as we get the results in less than a week. The results are also very individualized as questions are adjusted for each student based on the number of correct and incorrect answers they present while taking the test. Within two weeks of adminstering the NWEA and receiving the final results, a full faculty meeting is established to review the information to look for patterns and strengths and weaknesses. A target score is established that each student should be expected to achieve by the spring at the school year. Using this information the teachers work together to complete a goal sheet for each individual student based on areas needing improvement and their expected target score. A goal sheet is also done for each grade level based on grade level results. These goals are reviewed with each student and are presented to parents during fall parent teacher conferences. Any patterns of weakness noted in test scores that indicate an area of instruction needing improvement is addressed as a faculty. If professional development or consultation support is needed it is arranged.

When we receive the NECAP results in January we compare what those results tell us in combination with our NWEA results to continue to make necesseary adjustments in programs and instruction. In the spring we administer the NWEA to measure the progress of the students for the year to determine if they achieved their target goals and level of progress. Parent teacher conferences are again conducted in the spring to go over these results and the progress of each student with their parents based on test scores and classroom performance.

3. **Communicating Assessment Results:**

As mentioned earlier, parent-teacher conferences are centered around the receipt of our school test results and sharing what this information tells us with parents. In this way parents are kept informed and are able to take part in the actual discussion and development of their child's educational goals. Conferences are done at least twice a year in the fall and spring and at any other time necessary. Parent conferences are also offered when state test results become available. All test results from the NECAP and NWEA are published in the annual town report that is distributed to all members in the community so they have this information before annual town and school district meetings where all decisions are made relevant to budgetary and policy issues regarding the town and school district business. In addition, presentations regarding school test results have been made at the annual school district meeting by the school Principal to the towns people and he is available for any questions regarding the results. Test results are also made available on the school web site and are published in local and statewide newspapers throughout the region. In all of these presentations great efforts are placed on explaining the language and system so that everyone, whether it be parents or communtiy members, understand what it is they are looking at and what it means.

4. **Sharing Success:**

Beginning about five years ago when it was becoming apparent that our test results, particularly in math and writing, which had previously been low, had shown significant gains, other schools within our SAU were interested in what we were doing. We felt that the two things that were very significant were the implementation of the Everyday Math Progam, which took place nine years ago, and the standards based writing program we adopted, as well as professional development program method we used to learn the programs. Our teachers attended monthly classes for an entire school year on the writing program which was then followed by monthly visits the following school year by our instructor to answer questions and see how the instruction was progressing. This same thing was done with the math program as well. As a result, other schools in our area decided to adapt these programs as well and visits were set up with other area schools to come to our school and spend time in our classrooms to observe the teaching methods and strategies that we have found to be successful. We would of course continue to have an open door policy to any school or school official who would be interested in visiting our school as well. We would also be happy to have any Bath Village School faculty member or the school Principal visit other schools to discuss our successes and failures and provide any information that could be useful to other schools.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Educators have one primary goal in mind, to provide students the opportunity to grow both academically and socially. Keeping this goal in mind we also consider curriculum standards, behavior management, assessment scores, mandated programs, and making adequate yearly progress.

In order to have an in depth understanding of any topic, it must be presented in a way in which the learner can relate to and apply it. When developing curriculum that supports this type of understanding, one must be aware of the many levels of learners in one classroom. The teachers of Bath Village School are constantly researching effective ways to help students reach the level of understanding within any given topic. One of the key strategies used in engaging student inquiry and developing understanding is to build the curriculum around essential questions. By developing each curriculum with essential questions in mind, the teachers are able to create meaningful lesson plans and students are able to develop an ownership for their education.

The teachers at Bath Village School model their reading instruction after the reading workshop model. Students are engaged in a 90 minute (sometimes more) block of literacy instruction. Within this block, students are involved in guided reading, independent reading, word study, and writing.

For the past nine years, at Bath Village School we have implemented the Everyday Mathematics program in our K to 6 classrooms. The Everyday Mathematics program is organized by specific strands to be extended across all grade levels. The six goals that are specific to this program are: number and numeration, operations and computation, data and chance, measurement and reference, geometry, and algebra. The areas covered in each grade level allow students to work collaboratively, apply the concepts learned to real-life situations, and expand upon their critical thinking skills. A ninety minute block of instruction time is scheduled for the teaching of math each day.

We at Bath feel that science education should provide opportunities for all students to develop critical thinking and problem solving skills in all science disciplines. We work to help students see themselves as active participants in acquiring the knowledge and methodology of science. So prepared, the individual will understand how each person and each advancement in technology impacts his/her local and global community. Our science curriculum is designed to help children develop and practice the following critical thinking and processing skills: observing, classifying, inferring, predicting, measuring, communicating, recognizing and using spatial relationships, and forming hypotheses, experimenting, separating and controlling variables, interpreting data, formulating models, and defining operationally. The strands of our science units are life science, earth science, and physical science. Teachers use a variety of literature, hands on activities, and field trips to maximize student learning.

The purpose of our social studies education is to foster the development of U.S. citizens who understand their past, appreciate their diverse heritage, and can identify and work cooperatively to solve problems that face their local, state, national, and global communities. The goal of our social studies curriculum shall be to help every student learn the history, geography, culture, economics, and government of their local, national, state, and global community and acquire the values and attitudes necessary for responsible citizenship. The strands of our social studies curriculum are map skills, self-awareness, communities, culture, and government.

In addition to our core curriculum, students receive weekly instruction in art, music, physical education, technology/media, and guidance from certified highly qualified teachers. Other enrichment opportunities are also provided throughout the year such as a week long theater residency with Children's Stage Adventures of Keene, NH, and artists in residence provided by the Arts Alliance of Northern New Hampshire . These programs provide several visual and performing arts activities including arts, dance instruction, weaving,

sculpting, and crafting. In addition to our weekly physical education class, we offer six sessions each year that include alpine and Nordic skiing, snowshoeing, martial arts, and swimming lessons.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

Bath Village School models their reading instruction after the reading workshop model, or four block model of instruction. Students at all grade levels are engaged in a ninety minute (somtimes more) block of literacy instruction each day. Within this block of instructional time students are involved in guided reading, independent reading, word study, and writing based on a standards based writing approach. Much of the literacy instruction is framed around methods presented in *Best Practices in Literacy Instruction* (Gambrell, Morrow, & Pressely, 2007). These methods provide much of the latest reserach and perspectives on effective literacy instruction. According to this approach there are ten evidence based best practices for comprehensive literacy instruction. They are:

- Create a classroom environment in which students become internally motivated to read.
- Students will learn that readers will read for pleasure, to be informed, or to perform a task.
- Teachers will provide a clear and explicit instruction in phonics, vocabulary, fluency and comprehension.
- Teachers will each day allow adequate time for independent reading.
- Classroom libraries contain a variety of reading genres.
- Teachers will use a variety of tests to convey a specific idea.
- Teachers will help students build upon their prior knowledge.
- Balanced teacher and student led discussions about the text.
- Teachers will incorporate the use of technology in their literacy instruction.
- Students will be able to demonstrate their knowledge with a variety of assessments and activities.

Using this framework as the model to guide our instruction, teachers use a variety of reading materials that run from basal readers to trade books and texts. Reading is also emphasized in every aspect of the school day including content areas, music, art, guidance, and physical education. We prefer not to box ourselves into a canned curriculum although we will use some of those materials as they have proved to be successful. We choose to use a variety of materials and activities that can follow the concepts above which we believe have proven to be successful and allow teachers to use some of their own individual creativity in addressing the unique needs of each of their students.

3. **Additional Curriculum Area:**

In line with our mission that we believe in the importance of students being independent thinkers and problem solvers, we implemented the Everyday Math program at our school nine years ago. This decision was made after the administration and faculty took a school year to attend presentations and workshops and came to concensus on the program.

Everyday Mathematics is based on a spiraling curriculum in which each of the core topics is addressed thoughout the school year. There are seven conceptual strands which highlight core topics such as Algebra and measurement. Mastery of a strand is not necessary to move on to concepts of another strand. The key principle in regard to spiraling and distributed practice is that mastery and fluency in basic skills are goals that should be achieved long after they are first introduced which is a different approach than found in more traditional programs.

Everyday Math uses six principles to guide each stage of the curriculum. It employs multiple practice methods that include reviewing problems, flash cards, games homework etc. There are three essential books for the system, the Student Reference Book, The Student Math Journal (workbook) and the Student Study Links. The program also has a website that can be accessed by teachers. The program bases the math

problems in real world examples as much as possible. Students are asked to explain their problem solving and listen to other student's strategies to promote communication and verbal understanding.

4. **Instructional Methods:**

At Bath Village School our primary goal is to provide students the opportunity to grow both academically and socially. Keeping this goal in mind we consider curriculum standards, behavior management, assessment scores, mandated programs, and making adequate yearly progress. All the teachers make an effort to match their teaching to the needs and learning styles of their students. Fortunately for us, having the smaller class sizes somewhat eases the challenge of this approach. As discussed under how we utilize our assessment scores, it was mentioned that we review test results with each of the individual students, even our second graders, so that they understand what areas they need to focus on. This is helpful to engage the student as a partner in individualizing their instruction by making them aware of what they need to focus on and to work with us as a team. Examining the strengths and weaknesses of classroom assessment results assist us in determining general areas that an entire class needs to address and how we can address those individual needs through the methods used to present entire class instruction. The teachers strive to offer choice in assignments, deliver tiered lesson plans, offer flexible learning groups, and continually assess students, keeping in mind the philosophy of differentiated instruction.

5. **Professional Development:**

Our professional development program is focused on school improvement initiatives, in addition to the individual improvement of each of the teachers. Teachers in the state of New Hampshire are required to renew their certifications every three years by completing a required number of professional development hours. Forty-five of these hours need to be in components that include professional skills, knowledge of learners, school organization, innovative activities, and the application of technology. In addition each teacher is required to complete 30 hours of training that is directly related to their area(s) of certification. If a teacher holds certifications in two or more disciplines, they are required to have thirty hours of training in each of those specialties.

We also focus our professional development on school improvement issues. For example, we have school goals to improve our integration of technology into the classroom, and to become more efficient at collecting and utilizing data to identify strengths and weaknesses in our programs to make appropriate changes in instructional strategies. The teachers are required to seek professional development that will help to improve their efforts in these school improvement initiatives. Each teacher is also expected to identify a personal area that they wish to improve and seek additional training and information to advance in that area. Often individual goals are jointly determined along with school administration based on annual teacher evaluations.

Although teachers seek many of their own professional development opportunities, we have found that setting up long term professional development efforts at the school works best for us. For example, when we recognized that math and writing needed improvement, we sought professional development opportunities that were long term and geared to the specific needs of our school. These opportunities were made available at the school to give the trainer the opportunity to experience the faculty in their setting. Because of these long-term training initiatives in math and writing, our student improvement in those areas has been significant. We are working to develop this same approach in regards to technology, use of data, and revisiting our literacy program.

6. **School Leadership:**

Bath Village School is a small rural school and only has one administrator. In recent years the school board made a decision to relieve the Principal of teaching responsibilities that were also required of the position to support the leadership role. The school board budgets and policies are very supportive of the academic program.

Because there is only one administrator teachers are very involved in much of the decision making process that takes place at the school. The Principal conducts weekly faculty meetings every Monday to discuss not only logistical management matters but to review academic and school climate issues that impact student achievement. Often this time is used to discuss and share instructional strategies and help one another solve problems teachers may be experiencing in their classrooms.

The leadership and decision-making style of the Principal is best described as collaborative. Teachers are involved in the decision making process in most matters. When appropriate, and it does not interfere greatly with time in the classroom, they are delegated tasks such as committee assignments to encourage involvement in matters beyond their classroom responsibilities. However keeping teachers in the classroom as much as possible is a major focus of the Principal and a key to our success in raising student achievment. In addition, the Principal initiated a process where teachers rotate a representative to attend monthly school board meetings so they may participate in the school policy and budget process. The teachers also present a monthly report to the board on academics.

Another major focus of the Principal at Bath Village School is to make sure there is a positive learning environment where students feel safe, confident, and want to come to school to learn. A part of that is making sure that faculty have everything they need to create that environment which means giving them the necessary time to plan, the materials needed, and opportunities for professional development to enhance their skills. The Principal also makes a continuous effort to make the community aware of all events and accomplishments at the school and works closely with parents to make them feel welcome and a part of the process. This is done through a weekly newsletter, community bulletin board, instant alert messaging service, and the school website. Classrooms are also developing their own websites.

With the help of grants, the school has current technology resources including desktop computers, laptop carts and smartboards to enhance learning.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: New England Common Assessment Program

Edition/Publication Year: New editions are done each year

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	
SCHOOL SCORES					
Proficient	100	64	100	75	
Proficient w Distinction	43	18	25	25	
Number of students tested	7	11	8	8	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient					
Proficient w Distinction					
Number of students tested					
2. African American Students					
Proficient					
Proficient w Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient w Distinction					
Number of students tested					
4. Special Education Students					
Proficient					
Proficient w Distinction					
Number of students tested					
5. Limited English Proficient Students					
Proficient					
Proficient w Distinction					
Number of students tested					
6. Largest Other Subgroup					
Proficient					
Proficient w Distinction					
Number of students tested					

Notes:
The New England Common Assessment program was piloted during the 2004/2005 school year so 2009/2010 would be our fifth year of results. We can send along those results in another format if you wish.

Subject: Reading

Grade: 3

Test: New England Common Assessment Program

Edition/Publication Year: New editions are done each year

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	
SCHOOL SCORES					
Proficient	100	72	88	88	
Proficient w Distinction	29	9	25	25	
Number of students tested	7	11	8	8	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient					
Proficient w Distinction					
Number of students tested					
2. African American Students					
Proficient					
Proficient w Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient w Distinction					
Number of students tested					
4. Special Education Students					
Proficient					
Proficient w Distinction					
Number of students tested					
5. Limited English Proficient Students					
Proficient					
Proficient w Distinction					
Number of students tested					
6. Largest Other Subgroup					
Proficient					
Proficient w Distinction					
Number of students tested					

Notes:
NECAP was piloted in the 2004/2005 school year, 2009/2010 would be the fifth year. We can send this information along in a different format if you wish.

Subject: Mathematics | Grade: 4 | Test: New England Common Assessment Program

Edition/Publication Year: New editions are done each year | Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	
SCHOOL SCORES					
Proficient	100	72	88	88	
Proficient w Distinction	29	9	25	25	
Number of students tested	10	8	9	7	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient					
Proficient w Distinction					
Number of students tested					
2. African American Students					
Proficient					
Proficient w Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient w Distinction					
Number of students tested					
4. Special Education Students					
Proficient					
Proficient w Distinction					
Number of students tested					
5. Limited English Proficient Students					
Proficient					
Proficient w Distinction					
Number of students tested					
6. Largest Other Subgroup					
Proficient					
Proficient w Distinction					
Number of students tested					

Notes:
NECAP was piloted in the 2004/2005 school year, 2009/2010 would be the fifth year. We can send this information along in a different format if you wish.

Subject: Reading

Grade: 4

Test: New England Common Assessment Program

Edition/Publication Year: New editions are done each year

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	
SCHOOL SCORES					
%Proficient+Distinction	50	75	66	100	
Proficient w Distinction	10	25	33	0	
Number of students tested	10	8	9	7	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
%Proficient+Distinction					
Proficient w Distinction					
Number of students tested					
2. African American Students					
%Proficient+Distinction					
Proficient w Distinction					
Number of students tested					
3. Hispanic or Latino Students					
%Proficient+Distinction					
Proficient w Distinction					
Number of students tested					
4. Special Education Students					
%Proficient+Distinction					
Proficient w Distinction					
Number of students tested					
5. Limited English Proficient Students					
%Proficient+Distinction					
Proficient w Distinction					
Number of students tested					
6. Largest Other Subgroup					
%Proficient+Distinction					
Proficient w Distinction					
Number of students tested					

Notes:
The NECAP was piloted during the 2004/2005 school year. The 2009/2010 results would be our fifth year af data we can send this information along in another format if you wish.

Subject: Mathematics | Grade: 5 | Test: New England Common Assessment Program

Edition/Publication Year: New editions are done each year | Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	
SCHOOL SCORES					
Proficient	100	100	100	88	
Proficient w Distinction	43	33	25	50	
Number of students tested	7	9	8	8	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	2	
Percent of students alternatively assessed	0	0	0	25	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient					
Proficient w Distinction					
Number of students tested					
2. African American Students					
Proficient					
Proficient w Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient w Distinction					
Number of students tested					
4. Special Education Students					
Proficient					
Proficient w Distinction					
Number of students tested					
5. Limited English Proficient Students					
Proficient					
Proficient w Distinction					
Number of students tested					
6. Largest Other Subgroup					
Proficient					
Proficient w Distinction					
Number of students tested					

Notes:
The NECAP was piloted during the 2004/2005 school year. Our fifth year of data would be our 2009/2010 results which we could send to you in another format if you wish. Our alternative assessment for special needs students is done based on a program that evaluates student progress based on measureable IEP goals and objectives and percentages that meet state criteria.

Subject: Reading

Grade: 5

Test: New England Common Assessment Program

Edition/Publication Year: New editions are published each year

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	
SCHOOL SCORES					
Proficient	100	100	88	82	
Proficient w Distinction	0	44	25	66	
Number of students tested	7	9	8	8	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient					
Proficient w Distinction					
Number of students tested					
2. African American Students					
Proficient					
Proficient w Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient w Distinction					
Number of students tested					
4. Special Education Students					
Proficient					
Proficient w Distinction					
Number of students tested					
5. Limited English Proficient Students					
Proficient					
Proficient w Distinction					
Number of students tested					
6. Largest Other Subgroup					
Proficient					
Proficient w Distinction					
Number of students tested					

Notes:
The NECAP was piloted during the 2004/2005 school year. Our fifth year of data would be our 2009/2010 results which could be sent to you in another format if you wish.

Subject: Mathematics

Grade: 6

Test: New England Common Assessment Program

Edition/Publication Year: New editions are published each year

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Sep	Oct	Oct	
SCHOOL SCORES					
%Proficient+Distinction	92	100	88	41	
Proficient w Distinction	42	44	50	8	
Number of students tested	12	9	6	13	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	1	1	
Percent of students alternatively assessed	0	0	16	8	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
%Proficient+Distinction					
Proficient w Distinction					
Number of students tested					
2. African American Students					
%Proficient+Distinction					
Proficient w Distinction					
Number of students tested					
3. Hispanic or Latino Students					
%Proficient+Distinction					
Proficient w Distinction					
Number of students tested					
4. Special Education Students					
%Proficient+Distinction					
Proficient w Distinction					
Number of students tested					
5. Limited English Proficient Students					
%Proficient+Distinction					
Proficient w Distinction					
Number of students tested					
6. Largest Other Subgroup					
%Proficient+Distinction					
Proficient w Distinction					
Number of students tested					

Notes:
The NECAP was piloted during the 2004/2005 school year. Our 2009/2010 test results would be our fifth year of data and can be sent to you in another format if you wish. The alternative assessment which was done with special education students is based on measureable learning objectives taken directly from the Individualized Education Plans that meets state criteria and assesses by the state.

Subject: Reading | Grade: 6 | Test: New England Common Assessment Program

Edition/Publication Year: New Editions are done each year | Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	
SCHOOL SCORES					
%Proficient	91	88	80	41	
Proficient w Distinction	66	55	60	33	
Number of students tested	12	9	6	13	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
%Proficient+Distinction					
Proficient w Distinction					
Number of students tested					
2. African American Students					
Proficient					
Proficient w Distinction					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Proficient w Distinction					
Number of students tested					
4. Special Education Students					
Proficient					
Proficient w Distinction					
Number of students tested					
5. Limited English Proficient Students					
Proficient					
Proficient w Distinction					
Number of students tested					
6. Largest Other Subgroup					
Proficient					
Proficient w Distinction					
Number of students tested					

Notes:
The NECAP test was piloted during the 2004/2005 school year. The data from our 2009/2010 test results would provide our fifth year of data. We can send this information along in another format if you wish.